



Year 4 Curriculum Overview 2025 - 2026

SUBJECT	Mr Tull					
	Autumn		Spring		Summer	
TOPIC	What is the legacy of the Ancient Greeks?	Does tourism have a positive impact on Greece?	Road to Freedom	What are rivers and how are they used?	History of Ely	Where does our food come from?
English	Narrative- The Promise Myth – Medusa Character description Myth – Theseus and the Minotaur Newspaper report Introduce Who Let the Gods Out? The Slaying of the Minotaur Newspaper report Poetry Week Creating a mythical creature Character description	Non- Chronological report Myth writing Instruction writing Greek snack. Playscript	Persuasive Letter- ending water pollution Narrative- adventure Biography	Freedom Poetry Diary Entry Non- Chronological Report- sea animals	Narrative- suspense Newspaper report- direct/report speech Narrative-decriptive language and techniques	Balanced argument Instruction writing Explanation text Narrative poetry
Science	<u>Teeth and digestion</u>		<u>Sound</u>		<u>States of matter</u>	

	<p>This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.</p> <p><u>Living Things and their Habitats</u></p> <p>In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into ‘vertebrates’ and ‘invertebrates’ and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things.</p>	<p>This ‘Sound’ unit will cover how vibrations cause sounds and how sound can travel, as well as how sounds can change pitch and loudness. They will use their understanding of how high and low sounds are made to create their own set of panpipes. They will have the opportunity to make a string telephone, investigate the best material for soundproofing, and design and create their own musical instrument.</p>	<p>This unit teaches about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will investigate the weight of a gas and to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.</p> <p><u>Electricity</u></p> <p>This unit covers electricity in the home, as the children will identify appliances that use electricity and how to keep themselves safe. They will construct circuits, start to create pictorial circuits and conduct an investigation into switches.</p>
DT	<p><u>Exploring Greek food</u></p> <p>This unit provides an opportunity for children to learn where and how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they produce food and herbs which can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment.</p> <p>Design a Greek snack With supervision, demonstrate how to: Grate harder food using a grater (eg apples, carrots)</p>	<p><u>Mechanical Posters</u></p> <p>This ‘Mechanical Posters’ unit gives children opportunities to develop their understanding of mechanical systems. They will follow instructions on how to make different types of lever and linkage mechanisms. They will then design and create a multiplication poster of their own design, using a range of levels and features of the explored pieces. They will also design and make moving Christmas cards.</p>	<p><u>Den Building</u></p> <p>This unit gives children opportunities to develop their understanding of frame structures and how they can be strengthened and stiffened. Children will gain knowledge and understanding about the parts and shapes of different styles of dens and make models to show these. This will help them when designing and making their own dens in a woodland setting. Finally, children will test and evaluate their dens against design criteria they have created.</p>

	<p>Cut foods into evenly sized strips or cubes (e.g. peppers, cheese)</p> <p>Begin to dice foods</p> <p>Crush garlic using a garlic press with ease</p> <p>Use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)</p> <p>Use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion)</p>		
Art and Design	<p><u>Ancient Greece</u></p> <p>Greek Clay pots in 3-D form</p> <ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. • To create a clay coil pot • Clay slip to join clay • To use natural materials - true to the context. • To use clay to form a variety of shapes • Portable 3d art made from an unusual material • Newspaper armature and Modroc. <p>Greek Scratch art -</p> <ul style="list-style-type: none"> • Make and match colours with increasing accuracy and explain how it has been made. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. 	<p><u>Slavery</u></p> <p>African prints</p> <ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Detailed and complex relief printing with range of materials. • Printing onto a variety of backgrounds. • Overlay prints • Work into prints with a range of media e.g. pens, colour pens and paints <p>Tudor portraits –</p> <ul style="list-style-type: none"> • Collect images and information independently in a sketchbook. • Record observations and use them to review and revisit ideas within a context • Explore designs in a style to fit purpose/context. • Plan, refine and alter their drawings as necessary. • Use research to inspire drawings from memory and imagination. 	<p><u>History of Ely</u></p> <p>Textiles/Collage in the form of a Church window.</p> <ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Refine and alter ideas and explain choices using an art vocabulary. • Use glass mosaic with grout and select appropriate shapes and sizes for final piece.

	<ul style="list-style-type: none">Plan and create different effects and textures with paint according to what they need for the task.Show increasing independence and creativity with the painting process.To use a variety of materials for painting including teabags, watercolour paint, soil paint, charcoal and powdered paint.Scratch paint off a surface to reveal a different media.To use natural resources as brushes.Paint using the same technique as a famous artist.Explore shape in architecture to form art.	<ul style="list-style-type: none">Use different media to achieve variations in line, texture, tone, colour, shape and pattern including pencil, wax crayons and rubbers.Using a pencil in an unconventional way and using a rubber to create a portrait.Trace a design				
Year 4 sketchbooks	Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Do they use their sketchbooks to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketchbooks?					
Computing	Purple Mash: Coding and online safety	Purple Mash: Spreadsheets	Purple Mash: Writing for different audiences	Purple Mash: Logo and animation	Purple Mash: Animation and Effective Search	Purple Mash: Hardware investigators
	Online safety: We are Year 4 rule writers - reviewing and editing our online safety rules.	Online safety: We are respectful of digital rights and responsibilities.	Online safety: We are careful when talking to virtual friends.	Online safety: We are online risk managers.	Online safety: We are aware that our online content lasts forever.	Online safety: We are standing up to peer pressure.

History	In History lessons children will learn to understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires. They will become confident in asking questions about change, cause, similarity and difference as well as understanding that our knowledge of the past is constructed from a range of sources. In addition, they will be able to note connections, contrasts and trends over time and understand the methods of historical enquiry; how evidence is used to make historical claims.		Children will explore the lifestyle of a slave and their contribution to the societal structure. The treatment and transportation of slaves will be investigated. We will explore the abolition of slavery and the legacy of slavery on today’s society. Case studies (Harriet Tubb) will be used to understand the implications of slavery.		Children will explore the history of Ely and the surrounding area. They will learn the story of the local area, developing an understanding of how things have changed and developed.	
Geography	In Geography children will locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		The children will name and locate counties and cities of the United Kingdom, geographical regions and identify human and physical characteristics; types of settlement and land use, economic activity including trade links, and the distribution of natural resources as well as key topographical features and land-use patterns. They will understand how some of these aspects have changed over time and learn how the water cycle works.		The children will use use the eight points of a compass and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world They will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
Music	Performing –Rhythm, pattern, pitch Composing –standard notation, recording, interpreting Appraising –describe and identify character, purpose and style of music					
	Body and tuned percussions	Rock and Roll	Changes in pitch, tempo and dynamics	Haiku, music and performance	Samba and carnival sounds and instruments	Adapting and transposing motifs

PE	Tag Rugby	Football	Netball	Quicksticks	Athletics	Cricket
RE	<p>The Fall: Understanding Christianity</p> <p>What do Christians learn from the creation story?</p> <p>People of God: Understanding Christianity</p> <p>What is it like to follow God? (Abraham and Sarah)</p>	<p>Incarnation: Understanding Christianity</p> <p>What is the Trinity; John's gospel? (Digging Deeper unit)</p>	<p>Islam</p> <p>Why do Muslims call Muhammad the 'seal of the prophets'?</p>	<p>Salvation: Understanding Christianity</p> <p>Why do Christians call the day that Jesus died, Good Friday? (Digging Deeper unit)</p>	<p>Judaism (Covenant): Emmanuel Project</p> <p>What symbols and stories help Jewish people remember their covenant with God?</p>	<p>Humanism: Emmanuel Project</p> <p>Why do humanists use the golden rule as a basis for morality?</p>
PSHE	<p>Rights, rules and responsibilities</p>	<p>Family and friends</p> <p>Working together</p>	<p>Personal safety</p>	<p>Financial capability</p>	<p>Drug Education</p>	<p>Relationships and Sex Education</p> <p>Managing change</p>
French	<p>All around Town</p>	<p>On the Move</p>	<p>Going Shopping</p>	<p>Where in the World?</p>	<p>What's the Time?</p>	<p>Holidays and Hobbies</p>